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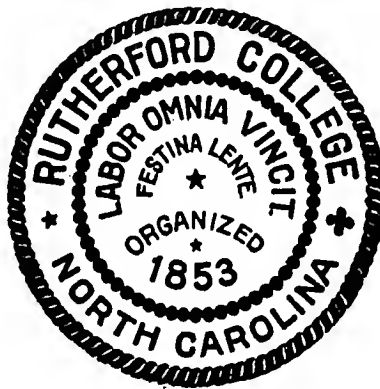
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CATALOGUE  
OF  
RUTHERFORD COLLEGE  
RUTHERFORD COLLEGE, N. C.  
WITH  
ANNOUNCEMENTS  
FOR 1922-1923



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1921-22



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# Calendar

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1922

August 29, Tuesday, 8:45 a. m.—First Term begins.  
November 30, Thursday, Thanksgiving Day—A holiday.  
December 18, Monday—Fall Term Examinations begin.  
December 22, Friday—Christmas Holidays begin.

1923

January 2, Tuesday, 8:45 a. m.—Second Term begins.  
April 30, Monday—Final Examinations begin.  
May 6, Sunday—Annual Sermon to Y. M. C. A.  
May 8, Tuesday—Commencement Sermon.  
May 9, Wednesday—Graduating Exercises—Commencement Address.



# Officers of Administration

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MELVIN TALIAFERRO HINSHAW  
President and Treasurer

JOHN WESLEY BENNETT  
Vice-President

WILLIAM E. HAUSS  
Secretary

ROBERT KING JOHNSTON  
Athletic Manager

ALFRED ROY REEP  
Librarian

DOCTOR DILLON HOLT  
Assistant Librarian

SARAH GENEVA MACKIE  
Secretary to President

PAUL REVIER RAYLE  
Dormitory Manager

MISS EULA BIGGERSTAFF AND MRS. STOKES  
Matrons

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## Student Officers

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Over 60's

R. M. Stafford, L. E. Nail, W. E. Rufty, Paul Rayle.

Over 40's

H. R. Ashmore, Mabel Winkler, P. H. Clements, R. C. Pettus.

Over 20's

G. W. Allen, Erin Abercrombie, C. D. Harrington, A. A. Kyles,  
J. R. Spainhour, C. F. Womble, Gibson Deyton, W. G. Pratt,  
Edna Coble, D. D. Holt.



## Board of Trustees

### Officers

H. H. Jordan.....President  
G. F. Ivey.....Secretary-Treasurer

### Executive Committee

H. H. Jordan, M. T. Hinshaw, Augustus Setzer, G. F. Ivey,  
J. A. Lackey, T. V. Goode, Jr.

### Members of the Board

Term expires December 31, 1923

Dr. T. V. Goode, Rev. D. F. Carver, Dr. T. F. Marr, Augustus  
Setzer, J. H. Giles, J. D. Pitts, Rev. J. E. Gay,  
Rev. B. Wilson.

Term expires December 31, 1924

C. R. Spencer, J. A. Lackey, Rev. W. F. Womble, J. A. Goodd,  
Rev. L. D. Thompson, Hon. C. A. Jonas, S M. Asbury,  
H. L. Milliner.

Term expires December 31, 1925

Prof. T. L. Sigmon, Rev. W. R. Ware, C. D. Gray, G. F. Ivey, J. M.  
Holland, Rev. R. M. Hoyle, J. E Coulter, G B. Goodson.

Term expires December 31, 1926

Rev. J. H. West, Dr. W. H. Nicholson, W. C. Thompson, Rev. H. M.  
Blair, John Roderick, Rev. H. H. Jordan, Rev. L. A. Falls,  
Dr. C. C. Weaver.

## Alumni Association

Hon. B. L. Lunsford, President.....Marion, N. C.  
Rev. L. A. Falls, Secretary.....Charlotte, N. C.





## Faculty and Instructors

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MELVIN TALIAFERRO HINSHAW, A.B., A.M., B.D.

Greek

Guilford College, Central University, Temple University

JOHN WESLEY BENNETT, A.B.

Mathematics

Rutherford College, Trinity College

ROBERT LEE WEAVER, A.B.

Mathematics

Emory and Henry College, Columbia University

WILLIAM EDWARD HAUSS

History

Rutherford College, Randolph Macon

ALFRED ROY REEP, A.B.

Latin

Rutherford College, Trinity College, University of N. C.

ROBERT KING JOHNSTON, A.B.

Science

Emory and Henry College, Chicago University

JOHN PONS, A.B., B.D.

French and Assistant in Greek

Waldensian College, Tone Pallice, Province of Turin, Italy

Free University, Geneva, Switzerland

MISS ANNIE BELL GOODE

Piano

Rutherford College, Lenoir College

MISS SARAH GENEVA MACKIE

Sub. Department

Yadkinville Normal School, Guilford College

Student Assistants

Erin Abercrombie, W. E. Ruffy, Clark McNairy



## **Faculty Committees**

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### **Executive Committee**

M. T. Hinshaw, J. W. Bennett, W. E. Hauss.

### **Classification Committee**

J. W. Bennett, A. R. Reep, R. L. Weaver.

### **Registration Committee**

W. E. Hauss, R. K. Johnston.

### **Debate Council**

Faculty—W. E. Hauss, A. R. Reep.

Societies—Victorian, Mary Sherrill, Grace Lowder; Platonics, A. D. Finch, L. E. Nail; Newtonian, W. E. Rufty, H. R. Ashmore.



## Important Items

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1. No one will be allowed to take up any of the school duties until matriculation fees are paid.

2. It is preferable that parents pay direct to the office rather than send checks to students.

3. Board bills are to be paid in advance each month. If not paid by the 10th, students will be subject to dismissal from dining room.

4. No student will be received for less than one quarter, therefore, no tuition or room rent will be returned unless paid for more than one quarter.

5. Students who engage rooms in the dormitory will not be permitted to vacate them so long as they remain in school.

6. Students will not be permitted to change rooms in the dormitories only when deemed necessary by the school management.

7. Charges will be made for any unnecessary damage done to the room or furniture.

8. Charges will be made for examinations given out of regular order.

9. No student shall absent himself from Sunday School without special permission from the President.



# GENERAL INFORMATION

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## Historical Sketch

The origin of Rutherford College antedates by several years the great civil strife among the States. The school was begun in order to meet a local need, and was conducted distinctly as a local school until the year 1871. In 1871, after the war clouds had passed away and the soldiers had returned to their homes from the contest to regain their lost fortunes, the institution entered upon the second stage of its history. Through the generosity of Mr. John Rutherford, two hundred acres of land were set aside and given to the authorities on condition that the school be made an academy. The offer was accepted and the school received the name of Rutherford Academy. It continued to be known by this name until 1873, when an additional offer of two hundred acres of land was made on condition that the academy be made into a college. The authorities accepted the grant of land, made improvements on the buildings, greatly enlarged the curriculum, and acquired a charter from the Legislature of North Carolina. From that time till the school passed into the hands of the Conference it was conducted under the charter as Rutherford College.

Dr. R. L. Abernethy, a man of strong character and large brain, had the school in charge from the time of its foundation to his death, which occurred on November 27, 1893. The school was very ably governed under the administration of Dr. Abernethy. He was succeeded in the presidency by his son, Prof. W. E. Abernethy, who managed the school until 1900, when the school passed into the hands of the Western North Carolina Conference of the Methodist Episcopal Church, South.

In 1905, Rev. J. H. West, Presiding Elder of the Morganton district, was chosen by the board of trustees as successor to Professor Reynolds, to serve until the convening of the approaching Annual Conference in November, at which time Prof. Loy D. Thompson was elected to take charge of the school. In December, 1906, Professor





Thompson resigned because of ill health. Prof. W. W. Peele was elected as his successor. In 1909, Professor Peele resigned in order to enter pastoral work, and Prof. I. B. McKay was elected to take his place. Professor McKay served two years and Professor M. T. Hinshaw was elected to succeed him.

### Location

Rutherford College, Burke County, N. C., is at a distance of only three-fourths of a mile from Connelly Springs, on the Southern Railway. It is admirably situated, being in close proximity to Lenoir, Hickory and Morganton. The above places, each about ten miles from the College, are at a distance such that students can conveniently do necessary shopping at any of them and yet the College be free from the evils that are incident to the town. The moral sentiment is of a very high grade. Students are surrounded by good influences, and it is safe to say that no student will leave the school without feeling that he has lived in a place where there is a premium on right conduct.

The natural advantages of Rutherford College are not surpassed in the State. Situated in the foothills that lead up to the Blue Ridge, at an elevation of 1,200 feet above the sea, and encircled by the most inspiring mountain scenery, it is ideal as a site for a school and as a home for those who love "God's out-of-doors." The location is especially noted for its healthfulness. Several years ago the United States Geological Survey, after examining the soil, stated that Burke County is one of the most healthful localities in the United States. The climate is all that could be desired.

We have two mails each day to and from Connelly Springs, and telephone service.

### Campus and Buildings

Through the generosity of Dr. T. V. Goode and Mr. J. E. Coulter, about twenty-five acres of land came into the hands of the trustees of Rutherford College in 1914. To this plot has been added more than twice this much more, making the campus New Rutherford College. This makes a total of more than eighty acres. It is being carefully laid off, both with respect to buildings and land-



scape gardening. It promises to be one of the prettiest school grounds in the State.

There are five buildings on the new campus: The Administration Building, Weaver Hall, the Club Dormitory and two Preacher Cottages.

The Administration Building is a large brick structure with a commodious study hall furnished with single desks, four large class rooms furnished with the best recitation seats—four others to be furnished; three society halls of more than ordinary size and beauty, an auditorium with a seating capacity of 800, offices, basement and laboratory. The entire building is steam heated.

Weaver Hall is a brick dormitory with a capacity of one hundred boys. It is a memorial to the late Doctor James Harvey Weaver.

The next largest building on the campus is a large wooden building, called the Club Dormitory. This building contains thirty-two bed rooms, dining hall, kitchen, and matrons' rooms.

The remaining two are cottages built for the accommodation of married ministerial students. Others will be constructed.

### Dining Hall and Dormitory System

The Club Dormitory has its own board arrangements, managed by a matron and dormitory manager. The board is given at actual cost. At normal times, the rate averages about \$7.00, and during the high cost of living it has run about \$9.00.

The bed rooms are furnished with all heavy furniture, such as bedsteads, washstands, chairs, tables and all necessary heavy furnishings.

Weaver Hall will be well furnished and a dining room at a cost that will run about as the rates have been in private homes, from \$14 to \$18.

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### Scope of Rutherford College

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Rutherford College has long been chartered as a college. When it passed into the hands of the church, the agreement was that it should be conducted as a secondary



institution of high grade. Accordingly, it was conducted as a high school until 1920, when it was organized into a Junior College. It now consists of two departments—the High School Department, and the College Department.

### High School Department

The High School Department is intended to give thorough preparation for entering the higher colleges. To that end it offers thorough courses leading up to college work. These courses are based on the requirements for admission into the best Southern Colleges. The completion of the course entitles the student to a certificate. However, it is emphasized that the end to be sought is not merely possessing a certificate, but a sure foundation in the ground work of education.

### College Department

The work in the College Department covers two years. It is designated as Freshman and Sophomore. There is no suggestion that the student is finishing a regular college course. He is made to understand that he is doing his first and second year of his college course. To that end, there is no attempt to adjust courses of study to the idea of rounding up a college education. The burden of endeavor is to correlate the subjects with our best colleges and universities. The actions of all the meetings held by all the associations of colleges are being carefully studied, and no effort will be spared to meet every requirement laid upon the first two years of college work.

### Some Advantages of a Junior College

(1) Economy. The Junior College offers an opportunity to students of limited means that the larger institutions cannot afford. It is found by comparison that a student at Rutherford College can do the two years' work offered here with about one-half the cost for the same work of the larger college.

(2) The opportunity of leadership. The Freshman and Sophomores at a Junior College are upper classmen. They have an opportunity of leadership instead of being lost in the den of "rats." In other words, they are not swallowed up in the crowded conditions of the large Freshman class. It gives the student advantage of the inspiration and dignity of the place of the upper classman for his



entire college course.

(3) Personal contact with teachers. The upper classes are always the small classes. This gives the pupil more chance to know the teacher and to profit from close personal contact, which is, after all, one of the best results to come from school life.

(4) Individual work. The small classes offer the student a better chance for individual work. Instead of reciting occasionally, he is called upon more or less every day. There is no small advantage in this opportunity.

### Purpose of Rutherford College

While Rutherford holds very largely the common aims of all schools and colleges, it gives special emphasis on these phases of work:

(1) To offer an opportunity of education at the least possible cost to students of limited means.

(2) To develop intelligent Christian character and citizenship.

(3) To put into the church trained ministers and other leaders in Christian work.

Notwithstanding the large interest taken in the general welfare of students seeking an education, there is a large number of young people whose home and personal conditions are such that it is impossible for them to pay much into the expenses of an education. The fact is, it is difficult for some to give their time. These are the students that compose the strongest element of our civilization. Rutherford College has the honor of having a large number of such students each year.

It is a sad fact that all schools and colleges do not place emphasis upon the importance of religion in their teaching. Too often, intellectual training leads up to sad disappointment. We need schools that see intellectual training as a means to an end, and the proper conception of that end should engage the teacher's highest efforts.

The church cannot safely look to the State institutions for her trained leadership. Recent investigations have demonstrated this fact. Rutherford College places its greatest emphasis upon the training of church leadership. The sixty young men in preparation for the ministry bear testimony to the recognition of this fact. Bible Classes, Sunday School Teachers' Course, Evangelistic Singing,





together with all the religious organizations, create conditions here that are exceptional for religious training.

### **The Character of Rutherford College**

Rutherford College is a Christian school, under the management of the Methodist Episcopal Church, South. It stands for Christian education in the truest sense of the term. The Board of Trustees and Faculty are composed of men of Christian ideals, who have at heart the training of the young people for the different lines of church activities. All of the means of attaining to that end are fostered. Evangelistic campaigns are held twice each year. Sunday Schools, regular church services, Young Men's Christian Association, Epworth Leagues, Ministerial Clubs, Volunteer Bands, Resident Ministers—all these add much to the religious atmosphere of the place.

### **Religious Advantages**

The authorities of this institution realize that the students are away from the influence and restraints of home at the most critical period of life. Therefore, it is their sincere endeavor to bring to bear the most direct efforts for the purpose of securing the highest and noblest spiritual development of all the students. Services are conducted every Sunday morning in the College Chapel by the pastor, some visiting minister, or some minister of the community.

In addition to the religious organizations of the school, the students are urged to take advantage of the church organization.

The Sunday School meets every Sunday morning at 9:45 o'clock for song service and Bible study. Attendance upon this service is required of all students.

The Epworth League meets every Sunday evening. It is one of the most effective organizations for the inspiration and training so much coveted by Rutherford College. The young people find an opportunity in the League for developing the devotional, practical, and public interest of their Christian training.

The Young People's Missionary Society finds its place of usefulness among our church organization.

In addition to the routine church activities there are



held two Evangelistic Campaigns each year. These are means of great spiritual awakenings and ingatherings.

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## Organizations

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### Ministerial Club

The Ministerial Club is an organization of Ministerial Students. Its purpose is to promote the spiritual life of the ministerial students and to exercise them in the devotional spirit. The organization is one of the most vital of the college. It meets each week on Thursday at 3 o'clock. All students who wish to be classed as ministerial students must join the Ministerial Club. The club has a membership of sixty this year. It is the largest in our entire connection outside of a regular theological institution. It is at this point that Rutherford College is throwing its emphasis. Courses of instruction are being planned to meet the specific need of this class of students. Every effort is being made to give the church the best equipped ministers possible.

### Young Men's Christian Association

This organization is one of the most useful agencies connected with the school. All young men should become members of it, either active or associate.

Bible classes conducted by the young men meet once a week. The main object is to increase daily systematic Bible study among the students.

Delegates attend each year the Interstate Convention and the Southern Students' Conference, in order that they may prepare themselves as leaders.

The regular service is held every Sunday afternoon. These meetings are very interesting and profitable.

The influence of the association is wholesome and indispensable to the best work of the school.

### Volunteer Band

The young people of the school who have offered their service for special work in the church, other than the regular ministry, have organized themselves for the pro-



motion of their interests. The Band meets once a week, cultivating the devotional life.

### Literary Societies

The students maintain three well-organized literary societies known as the Platonic, Newtonian, and Victorian. These societies have been organized, and are controlled by the students. The Platonic Society was organized in 1860; the Newtonian in 1858; and the Victorian in 1901.

These organizations have been an essential part in the machinery of the school, and are regarded by both Faculty and students as indispensable auxiliaries in the cultivation of oratory, forensic discussions, declamation, and composition. All public speeches must be submitted to a member of the Faculty before they are spoken in public.

In these society halls the student not only learns to think on his feet and express himself intelligently and with skill, but also has an opportunity to familiarize himself with parliamentary laws and practices and the rules that govern all public assemblies. These halls serve the young men and women of today as training schools, in which may be learned lessons of self-control, honor, and faithfulness to duties assigned. The Faculty considers the work of these societies very important. In fact, the authorities of the school regard the work done by the students in the society meeting as so helpful, beneficial, and of so much significance in his college life as to warrant them in making it compulsory for all students of the school to connect themselves with one or the other of the societies.

The halls are well fitted up and handsome in every way. They are furnished with chairs, their walls are papered, and their floors are carpeted. Three more elegantly equipped and tastefully arranged society halls cannot be found among the secondary schools of the State.

### Athletic Association

In order to aid the student in securing and maintaining a healthy and vigorous condition of the body such as is essential to enable him to stand the constant drain made upon him by close mental application, he is encouraged to participate in outdoor sport such as tennis and baseball. For those who prefer the less vigorous exercise of



walking, ample opportunity is afforded by frequent tramps to the river and mountains which are nearby. Baseball is played in the early Fall and Spring. Basketball is also played in late Fall and Winter. As much emphasis is given to gentlemanly conduct on the ball ground as in the college building. Athletics sports are strictly under the control of the Faculty.

### Library

The use a student makes of a Library, and the frequency with which he resorts to it for information, serves as a partial index to the nature of the work being done by him. The Library is the workshop of the college, and should be so regarded.

Since organizing Rutherford into a Junior College, considerable effort has been made to build up the Library. It now contains about fifteen hundred volumes, exclusive of government records.

Mr. J. B. Ivey, Rev. C. C. Brothers, Rev. W. O. Goode and others have recently made valuable contributions. It is the policy of the College to add at least \$100.00 worth of books each year.

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### Endowments and Annuities

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E. M. Cole Ministerial Scholarship Endowment—In giving notice of his decision, Mr. Cole writes: "I have been wanting to do something to help the Ministerial Students of your Institution for sometime, and during the Education Campaign I definitely decided to offer to establish two scholarships for Ministerial Students of Rutherfordton College. The endowment is in the form of a sum of \$10,000.00 in Liberty Bonds."

The following is another paragraph of Mr. Cole's letter: "Rutherford College should have the distribution of a large number of the scholarships, many of them yielding \$300.00 or more per annum, and the Ministerial Students pay tuition like the other class of students."

It is to be hoped that these noble acts and expressions of Mr. Cole will inspire others to take advantage of the great opportunity to do good by giving aid to the large





class of students of Rutherford College.

The Tom Banner Endowment Fund—Mr. Tom Banner, of Avery County, who was a former student of Rutherford College, exhibited his loyalty to Rutherford by leaving in his will a tract of land, the proceeds of the sale of which was to come to Rutherford College as a permanent endowment, the interest of which was to go to the education of young men from Avery County. The conditions attached are explained under the heading "Scholarships."

The M. D. Stockton Annuity Fund—Mr. M. D. Stockton, of Winston-Salem, has placed in the hands of the trustees of Rutherford College \$1,000.00 on the annuity plan. Mr. Stockton has shown himself a staunch friend of Rutherford College in other deeds and words.

The Rev. T. H. Stimpson Annuity Fund—The first gift to come to Rutherford College in the early efforts to rebuild was a sum of \$600.00 given by Rev. T. H. Stimpson, at that time of Yadkin County. Brother Stimpson is a big hearted man, who became interested in the early efforts to rebuild Rutherford College.

The J. N. Needham Annuity Fund—Mr. J. N. Needham, of Mt. Airy, has graciously placed \$100.00 with Rutherford College on the Annuity plan.

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### Scholarships and Loans

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E. M. Cole Scholarship—Mr. E. M. Cole, of Charlotte, has placed Liberty Bonds to the amount of \$10,000.00 in the hands of the trustees of Rutherford College, the interest of which is to establish two Ministerial Scholarships. The following are the conditions:

(1) The College is given the sole right to select candidates and award the scholarships. It is intended that the candidates shall be dependent upon their own resources for getting an education, and that the determining points in their selections shall be a general fitness and ability for efficient church work, and that their previous interest and service in the church and their industry application, and stability of character.

(2) The scholarships are to be continued through the



usual course, provided their deportment, promptness, and application are entirely satisfactory to the College.

(3) The scholarships amount to \$212.50 each per annum, \$12.50 of each scholarship to be reserved each year until graduation, at which time the entire amount accumulated shall be used to purchase the most necessary and useful books and presented to each of the graduates receiving scholarships.

The Tom Banner Scholarship—Mr. Tom Banner, of Avery County, directed in his will that a certain tract of land be sold and the proceeds go to Rutherford College, the interest of which is to constitute a scholarship. The fund to be used for the education of the young men from Avery County so far as it will go, to such as wish to adopt the law as a profession or the ministry as a profession, such students before entering and partaking of the benefit of such fund must pledge themselves to array themselves against the liquor traffic.

The G. F. Ivey Loan Fund—Mr. G. F. Ivey, of Hickory, places \$200.00 in the hands of Rutherford College as a loan for worthy young men who finish the College course at Rutherford and enter Trinity to complete the remaining two years' college work, leading to the degree of Bachelor of Arts.

The Haywood Street Wesley Bible Class Loan Fund—The Wesley Bible Class of Haywood Street, West Asheville, has placed \$50.00 with Rutherford College as the beginning of a loan fund for Ministerial Students.

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## Memorials and Other Gifts

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Weaver Hall—Weaver Hall is a gift of the people in general as a token of respect and esteem they held for the late Dr. James H. Weaver, who was a charter member of the board when Rutherford College came into the hands of the Conference, and remained until his death an ardent friend of Rutherford College. The memorial is a splendid dormitory and accommodates about one hundred boys.

The Ivey Ministerial Memorial Fund—This fund is a memorial to the late Rev. George Washington Ivey. The



chief promoters of the fund are Mr. George F. Ivey, of Hickory, and Mr. J. B. Ivey, of Charlotte. So far, the sum of about \$500.00 has been secured through the sale of a book, "Men of the Burning Heart," containing a sketch of the life of Rev. George Washington Ivey, written by Rev. Marion Timothy Plyler and Rev. Alva Washington Plyler.

The Atkins Memorial—Mrs. R. D. Atkins, of Gastonia, handsomely furnished a reception room in Weaver Hall in memory of her husband, Prof. B. E. Atkins. The reception room is one of the most useful and enjoyable rooms in the building.

Dr. T. V. Goode Memorial—Dr. T. V. Goode, Jr., of Statesville, has substantially furnished a room in Weaver Hall in memory of his father, Dr. T. V. Goode, one of Rutherford's greatest benefactors and friends.

The Captain S. A. Hoey Memorial—This memorial consists of a \$75.00 gift for furnishing a room in Weaver Hall. The gift was made by Hon. Clyde R. Hoey, of Shelby, the distinguished son of Captain Hoey.

The J. S. Martain Memorial—Rev. and Mrs. W. O. Goode, of Hickory, created this memorial in honor of Mrs. Goode's father, Mr. J. S. Martin, of Shelby. It consists in a substantially furnished room in Weaver Hall.

The R. P. Rankin Memorial—Mr. Henry Rankin, of Gastonia, furnished in a very substantial manner, a room in Weaver Hall, in memory of his father, Mr. R. P. Rankin, of Gastonia. Mr. Rankin is one of our substantial friends, among the many that we have at Gastonia.

The J. H. Nicholson Gift—Mr. J. H. Nicholson, of Statesville, who has more than once shown himself a friend and supporter of Rutherford College, substantially furnished a room in Weaver Hall as a concrete example of his appreciation of the work at Rutherford College.

The Allen Gift—Joseph A. Allen, of Rutherford County, in his will, left one thousand dollars to Rutherford College. Mr. Allen was a good Methodist and friend to Rutherford College. The Allen family have bestowed other favors upon this school.

The Aunt Mary Fowler Gift—The first gift to come to Rutherford College in recent years, by will, was that left by "Aunt Mary Fowler," a woman who loved the school and did many acts of kindness for the students. The real estate which she left was sold for \$450.00 and handed



over to the College.

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## Diplomas and Medals

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College Diploma—Those who complete the required number of hours for graduation prescribed for the College Department, and sustain a good character while in attendance are awarded diplomas.

High School Diploma—Those who complete the required number of units in the High School Department and sustain good character are awarded diplomas.

Music Diplomas—Those who complete the work outlined for the Piano Department are awarded diplomas.

Those who complete the work prescribed for the Evangelistic Department are awarded diplomas.

C. D. Gray Medal—Mr. C. D. Gray, of Gastonia, gives a medal each year to the student in the graduating class of the High School Department, who makes the highest grades in his work.

The Newtonian Literary Society Medals—The Newtonian Literary Society awards two medals annually—"the debater's medal" and "the declaimer's medal." These are awarded at the annual debate to those who excel in the respective lines of work.

The Platonic Literary Society Medals—The Platonic Literary Society gives three medals—"the debater's medal," "the declaimer's medal," and "the improvement medal." These are given to the winning ones in the respective departments.

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## Expenses

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No student is received for less than one quarter, therefore no tuition is returned on any one quarter.

The intention of the management of Rutherford College is to place a good education within reach of all. To this end every effort is being made to reduce to the lowest the necessary expenses of an education at this school. While the expenses at school vary according to the habits





of the student, yet a good average may be secured from the following table:

Tuition in High School.....	40.00
Tuition in College.....	\$48.00
Matriculation (term) .....	3.50
Table board per month (club dormitory) ..	\$8.00 to \$10.00
Board in Weaver Hall.....	\$14 to \$16.00
Room rent in Weaver Hall .....	\$36.00
Room in Club Dormitory per month.....	.75
Society dues per year.....	1.00

There are also three special departments for which fees are charged:

Shorthand and Typewriting, combined, per term.....	\$25.00
Music, Instrumental, per term.....	15.00

A fee of fifty cents per month will be charged for use of piano in practice.

The matriculation, athletic, and damage fees are paid at the beginning of each term and no student can enter school until these fees are paid.

Each room in the dormitory is furnished with a bed, with springs, washstands, table, chairs and heat. Other things necessary are to be furnished by the students. Every occupant is held responsible for any disorder occurring in his room, and must pay for any damage to furniture beyond necessary use. A deposit of \$3.00 is required of each student who takes a room in the dormitory. When he leaves his room in good condition this fee is returned. Books can be secured from the book room, which is controlled by the College.

The above rates are as low as can be offered. Tuition will be charged by the quarter, and must be paid on or before September 10 for the first quarter, on or before November 10 for the second quarter, on or before January 10 for the third quarter, on or before March 10 for the fourth quarter. No student will be received for less than one quarter.

### Sons of Ministers

Sons of ministers in active service are charged no tuition. They are required to pay in full all other school fees.

### Candidates for the Ministry

Candidates for the ministry must be bona fide candi-



dates when they enter school, otherwise they can not be classed as ministerial students. The candidates must bring recommendations, one from his pastor and one from his presiding elder, at the time he enters school. All who do this will be required to give their notes for tuition. If they enter the regular ministry within a reasonable time after leaving school these notes will be surrendered to them; otherwise they will be collected.

### Conditions of Admission

There are two ways in which students may be admitted. In the first place, they may enter by certificate from schools of recognized standing. These certificates will admit a student to the classes for which he is prepared. Other students will be assigned to classes for which they are suited. A student who has been conditioned at entrance on a subject may be allowed to take advanced work, but in all cases he must remove the conditions in a manner satisfactory to the instructor.

### Standard of Scholarship

We make the quality of work done, and not quantity, our standard. We insist on thoroughness—not on examination only, but in every-day recitation work. The final grading is done on an average, counting two-thirds on daily grades and one-third on examination. The work assigned for each recitation must be done.

The following is our method of grading:

- 90-100, Excellent "A"
- 80-90, Good "B"
- 70-80, Fair "C"
- 60-70, Conditional "D"
- 0-60, Failed "E"

These grades are made out by the instructors on the basis of both recitation and examination. A student who has failed on any subject shall be entitled to a second examination, providing that application for such examination is made within one month from the time of failure.

### Hours and Credits

A course once entered must not be discontinued before the end of the term, except by consent of the Faculty.



Every student must have at least eighteen recitations a week.

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## Government

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The essential elements of all government is authority. In any well organized community, whether it be a municipal or college community, there must necessarily be governors and those who are governed. The Faculty here makes it a point to instruct the students in the necessity of yielding obedience to constituted authority. When a student refuses to abide by the regulations of the school management and persists in displaying the spirit of insubordination, his immediate withdrawal from our institution is required.

### The Student Co-operative System of Government

We have recently organized what we call the Student Co-operative System of Government. Students are selected to co-operate with the Faculty in making and enforcing regulations. There are three ranks of student officers; those over groups of twenty, those over groups of forty, and those over groups of sixty. The officers over the 60's meet with the Faculty once a week, those over the 40's twice a month, and those over 20's once a month—this meeting is the regular legislative body. The system is working admirably. It is often remarked here that it has doubled the effectiveness of our school government. The organization is self perpetuating.

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## Examinations and Reports

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Two final examinations are held during the year—one in December, and the other in May. In addition to these, there will be two mid-term examinations. The examinations are written and are three hours in length. Upon these together with recitation work, depends the advancement of students to higher classes. A student absent from a final examination, will be required to take the



examinations on his return to school; he will be charged a fee of \$3.00 for these special examinations.

Two reports of the work and conduct of the students are sent parents and guardians during the year. Parents are urged to write freely, and their letters shall have prompt attention.





# High School Department

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## Purpose and Scope

The purpose of this department is thoroughly to prepare students to enter unconditionally A grade colleges or the universities. The importance of thorough preparation for the pursuit of a college education is keenly felt and to that end great effort is made to have students master their subjects.

The High School course covers a period of four years. To be a full graduate of this department, a student must do at least fifteen units of approved high school work.

## Conditions of Admission

For admission to the high school department, the student should complete the seventh grade as outlined for the public schools of North Carolina. For those lacking this preparation some seventh grade work is given.

## Reports and Credits

The courses of work are divided into two terms of four and a half months each. At the close of each term examinations will be held on all subjects and grades made on them will be sent to parents or guardians.

Upon the completion of thirteen units, a student may appear in the graduating class and receive a certificate indicating the subjects completed. Of the fifteen units required for graduation, there must be three units of English, and at least two of Mathematics, two of History, two of Latin.

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## Courses of Instruction

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### English Bible

Professors Hinshaw and Bennett

There is nothing that will help young people more than



a knowledge of the Bible. No course is so much needed, and yet more neglected by our schools than this one. For this reason this study has been made compulsory. The object of this department is to make the students familiar with the Bible and to impress them with religious truths.

Course 1—The four Gospels and the Acts. It is the aim of this course to bring the student to a saving knowledge of Jesus Christ and to supply him with those fundamental truths of Christianity that are most essential to Christian character.

Course 2—The Old Testament heroes and the narrative portions of the Old Testament. Lectures on the history, principles, and events related to the portions read.

Course 3—The epistolary sections of the New Testament and the Revelations.

Course 4—A literary study of Job, the Psalms, and the wisdom literature of the Bible.

### English

Professor Bennett

Command of correct and clear English, spoken and written, and the ability to read with accuracy, intelligence, and appreciation, are the two main objects of the following courses of study in English. In the study of literature, it is the aim of the department not merely to cover the restrictive list of college-entrance requirements, but to make the reading of good literature as comprehensive as possible.

Course 1a—Potter-Jeschke-Gillet's Oral and Written English, pages 1-183. A thorough review of the essentials of grammar. Frequent exercises in oral and written composition. Five poems of recognized excellence are studied, the pupils being required to recite from memory at least two of the five. Two long and two short stories are read to the pupils. Out-of-school reading of two books from a list furnished by the instructor. (Four recitations a week throughout the session.)

(This course is required of all who enter the high school department without adequate preparation to pursue regular eighth-grade work.)

Course 1b—Potter-Jeschke-Gillet's Oral and Written English, pages 183-376. Oral and written composition of a more advanced nature. Continued review of practical



grammar. Use of the dictionary is encouraged. Dictation exercises to exemplify the use of the simpler punctuation marks. Reading of five poems each term from a scheduled list, two of five to be memorized. Literature for study: Palgrave's *Golden Treasury*, Washington's Farewell Address, Webster's First Bunker Hill Oration, and Lincoln's Gettysburg Address. Literature for out-of-class reading: Parts of the Bible, Shakespeare's *Merchant of Venice*, Hawthorne's *The House of Seven Gables*, selections from Tennyson's *Idylls of the King*, Kipling's *Captains Courageous*, and Macaulay's *Lord Clive*. (Four recitations throughout the session.)

Course 2—Ward's *Sentence and Theme*, with punctuation-leaves prepared for use with the text. Weekly themes. Five poems are studied each term, the pupils being required to recite from memory at least two of the five. Literature for study: Shakespeare's *Macbeth* and Carlyle's *Essay on Burns*, with selections from Burns' *Poems*. Literature for out-of-class reading: Parts of the Bible, Scott's *Lady of the Lake*, Shakespeare's *As You Like It*, George Eliot's *Silas Marner*, Addison and Steel's *Sir Roger de Coverley Papers*, Coleridge's *Ancient Mariner*, and Irving's *Sketch Book*. (Four recitations a week throughout the session.)

Course 3—Ward's *Theme-Building*. A thorough review of the rules of punctuation, with exercises to test the application of the rules. Weekly themes. Reading and study of five poems, two of which the pupils must commit to memory. Literature for study: Milton's *L'Allegro*; *Il Penseroso*, and *Comus*; Macaulay's *Life of Johnson*. Literature for out-of-class reading: Parts of the Bible, Shakespeare's *Julius Caesar*, Dickens' *David Copperfield*, Blackmore's *Lorna Doone*, Emerson's *Manners* and other essays, and O. Henry's *Ransom of Red Chief*. (Four recitations a week throughout the session.)

Course 4—Page's *American Literature*, Royster-Thompson's *Manual, Notebook, and Practice-Sheets for English Composition*. Weekly themes. Literature for study: Shakespeare's *Hamlet*. Selections from Browning, Burke's *Speech on Conciliation with America*, and Page's *Chief American Poets*. Literature for out-of-class reading: Scott's *Quentin Durward*, Parkman's *The Oregon Trail*, Goldsmith's *Vicar of Wakefield*, and *The Trav-*



eler, Dana's Two Years Before the Mast, Sheridan's The Rivals, Shakespeare's Romeo and Juliet, Stevenson's Treasure Island, and a collection of English and Scottish Ballads. (Four recitations a week throughout the session.)

### History

Professor Hauss

Course 1—General History. Four recitations a week throughout the year.

Course 2—Ancient History, Robinson and Breasted. Four recitations a week throughout the year.

Course 3—English History, Cheney. Four recitations a week throughout the year.

Course 4—American History, Muzzey. Four recitations a week throughout the year.

### Mathematics

Professor Weaver

Course 1—Arithmetic completed. Introduction to Algebra. Four hours a week throughout the year.

Course 2—Milne's Algebra to Equation. Four hours a week throughout the year.

Course 3—Algebra continued through Quadratics. Four hours a week throughout the year.

Course 4—Plane Geometry completed and review of Algebra through Logarithms. Four hours a week throughout the year.

### Greek

Professor Hinshaw

Course 1—Beginners' Course (White). Selections from Xenophon. Four hours a week throughout the year.

Course 2—Xenophon's Anabasis. Four hours a week throughout the year. Goodwin's Greek Grammar and composition work.

### Latin

Professor Reep

Course 1—Foundation of Latin (Do'oge). Four recitations a week throughout the year.

Course 2—Caesar's Gallic Wars (Bennett). Four reci-





tations a week throughout the year. Bennett's Latin Grammar; Latin Composition, Life of Caesar.

Course 3—Six Orations of Cicero. Latin Composition (Bennett). Life of Cicero. Four recitations a week throughout the year.

Course 4—Virgil's Aeneid. Classical Mythology. Versification. Four recitations a week throughout the year.

### French

Professor Pons

Course 1—Elementary Grammar. Special drill is given in pronunciation, grammatical construction, including inflection of parts of speech. From 150 to 200 pages of easy extracts from French literature are read.

Course 2—This course consists of a review of Grammar and Composition, and includes about 300 pages of reading. Care is taken in this course to master the natural accent.

### Science

Professor Johnston

Course 1—General Science: Opens up the various fields of science, both theoretical and applied. Laboratory work is introduced with topics needing it. Three recitations a week. Laboratory one hour a week. Text: Caldwell and Eikenberry.

Course 2—Physics: This course in physics includes the study of mechanics, heat, sound, light, electricity and their various applications. Practical laboratory experiments are given, of which the data is carefully recorded in a notebook. Three recitations per week. Laboratory two hours a week. Text: Carhart and Chute.

Course 3—Chemistry: A study of the elements of chemistry, chiefly inorganic. This course involves the sources, physical and chemical properties, and the preparation of the elements and the more important compounds; chemical laws; valence, equation writing, and chemical calculation. Laboratory experiments with notebook. Three recitations a week. Laboratory two hours a week. Text: Brownlee and others.

### Sub. Department

Geneva Mackie

United States History—Our Republic. Four recitations



a week.

Geography—Dodge's Comparative. Four recitations a week.

Arithmetic—Milne's Third Book. Four recitations a week.

English Grammar—(Buehler). Four recitations a week.

Spelling—Hunt's Progressive. Four recitations a week.



## TABLE OF COURSES OF INSTRUCTION

## Course One

English	4 recitations per week
History	3 recitations per week
Mathematics	4 recitations per week
Latin	4 recitations per week
Science	3 recitations per week
Bible	1 recitation per week

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## Course Two

English	4 recitations per week
History	3 recitations per week
Mathematics	4 recitations per week
Latin	4 recitations per week
Science	3 recitations per week
Bible	1 recitation per week

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## Course Three

English	4 recitations per week
History	3 recitations per week
Mathematics	4 recitations per week
Latin	} ----- 8 recitations per week
Greek	
French	
Science	
Bible	1 recitation per week

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## Course Four

English	4 recitations per week
History	3 recitations per week
Mathematics	4 recitations per week
Bible	1 recitation per week
Latin	} ----- 8 recitations per week
Greek	
French	
Science	

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# College Department

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## Purpose and Scope

This department is intended to prepare students to enter the junior year in the best colleges and universities. This fact is kept before the students. The course is so arranged that no suggestion of completing a college education is made. The two years' work is designated as freshman and sophomore. This avoids the idea of being juniors and seniors, which is misleading in some classes in institutions that do not offer a complete college education.

Courses covering two full years of college work are given. Thirty hours' work, based on an entrance requirement of fifteen units, is required.

## Conditions of Admission

For unconditional entrance students who are not graduates of the high school department of Rutherford College must give satisfactory evidence that they have done fifteen units of preparatory work at some recognized school. Of the required units three must consist of English, two of Latin, two of Mathematics, and two of History; the other units may be selected from French, Greek, Latin, History, Mathematics, Physics, Physical Geography.

Each year's work is divided into two terms: Fall Term and Spring Term. At the end of each term an examination will be given on each subject. Reports based on daily work and examinations will be sent to parents and guardians. On the completion of thirty hours' work prescribed for this department, a diploma will be granted, which will, of course, bear no degree.

## How to Estimate Units

Mathematics:	Algebra (1) To Quadratics .....	1 unit
	(2) Through Progression .....	1 unit
	Plane Geometry, Five Books.....	1 unit





<b>Latin:</b>	Composition and Grammar.....	1 unit
	Cæsar's Gallic War, Four Books.....	1 unit
	Cicero's Orations, Six.....	1 unit
	Virgil's Aeneid, Six Books.....	1 unit
<b>English:</b>	Advanced Course in Grammar.....	1 unit
	Composition and Rhetoric.....	1 unit
	College Requirements (Literature).....	1 unit
<b>History:</b>	English .....	1 unit
	American .....	1 unit
	Ancient .....	1 unit
<b>Greek:</b>	Grammar and Composition.....	1 unit
	Xenophon's Anabasis, Four Books.....	1 unit
<b>French:</b>	Grammar and Composition.....	1 unit
	One Year Reading.....	1 unit
<b>Science:</b>	Physical Geography .....	1 unit
	Physics .....	1 unit

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## Courses of Instruction

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### Bible

Professor Bennett

An intensive study of the New Testament will be attempted in the Bible study of the College Department. The life, office, and work of Christ and such fundamental principles needful to give an intelligent faith in Christianity will be carefully studied.

#### FRESHMAN YEAR

Fall Term: New Testament—Gospels by Matthew and Mark.

Spring Term: New Testament—Gospels by Luke and John.

#### SOPHOMORE YEAR

Fall Term: New Testament—Pastoral Epistles.

Spring Term: New Testament—Catholic Epistles.

### Mathematics

Professor Weaver

#### FRESHMAN YEAR

Fall Term: College Algebra—Thorough drill is given on the Binominal Theorem, Logarithms, Permutations,



and Combinations. Four recitations a week throughout the Fall Term.

Spring Term: Solid Geometry—Three books solid geometry are covered in the term. Considerable time and effort is given to the original exercises. Four recitations a week.

Fall Term: Trigonometric—Thorough drill in Trigonometric functions, exercises in formulas, solutions in triangles, etc. Four recitations a week.

Spring Term: Analytic Geometry—The greater part of the time is given to the study of the equations of the Straight-line, Circle, the Parabola, the Ellipse, and the Hyperbole. Four recitations a week.

### Greek

Professor M. T. Hinshaw

#### FRESHMAN YEAR

Fall Term: Homer's Iliad—Two books with special emphasis on vocabulary and translating. Four recitations a week.

Spring Term: Homer's Iliad—Third book with special care in the study of Homeric forms and prosody, and as much rapid reading as time will permit. Greek—A careful translating of the Gospels by Luke and John, with the study of Constructions. Grammar for reference throughout the year. Four recitations a week.

Note—To accommodate the large number of ministerial students New Testament Greek may be used in both college years by special request, using Pastoral Epistles for the Fall Term and the Catholic Epistles for the Spring Term.

### English

Professor Bennett

A student taking freshman and sophomore English is required to read and study forty-seven great books in English at Rutherford College as nearly as possible the equivalent of analogous courses given in the best A-grade colleges.

#### FRESHMAN

English poetry and theme-writing. Text books: Manly's English Poetry, Kittredge and Farley's Advanced English Grammar, Woolley's Handbook of Composition (revised).



## SOPHOMORE

English prose and theme-writing. A general survey of English prose; the reading and study of representative works of the best prose writers from Malory to Kipling; lectures on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature; frequent written exercises. Weekly themes; specimens of exposition, argumentation, description, and narration.

## History

Professor Hauss

## FRESHMAN

History of Medieval and Modern Europe (Robinson). Lectures and parallel reading. Three recitations a week.

## SOPHOMORE

Fall Term: American History, 1783 to 1861. West's American History and Government. Parallel reading. Three recitations a week.

Spring Term: American History, 1829 to 1919. Wilson's Division and Reunion; West's American History and Government. Parallel reading. Three recitations a week.

## Latin

Professor Reep

## FRESHMAN YEAR

Fall Term: Livy—Two books. Exercise in sight reading and grammar and composition. Four recitations a week.

Spring Term: Horace—Odes and Epodes. Composition and grammar work.

## SOPHOMORE YEAR

Fall Term: Cicero—Selected letters. Pliny selected letters. Four recitations a week.

Spring Term: Plautus, two plays; Terence, one play. Four recitations a week.

## Science

Professor Johnson

## FRESHMAN

Chemistry: General Inorganic—This course is a study in detail of the fundamental laws and theories of chem-



istry and their application to the preparation and properties of the metallic and non-metallic elements. Applications to industrial chemistry will be emphasized. This course is open to all college students. Laboratory experiments with notebook. Recitations three hours a week. Laboratory three hours a week. Text: Alexander Smith's General Chemistry for Colleges.

#### SOPHOMORE

Chemistry: Qualitative Analysis—Prerequisite, Science IV. The class work will be a study of the modern theories of precipitation. A number of unknown solutions will be analyzed in the laboratory for the presence of metal radicals, acid radicals and for the presence of acid and metal radicals combined. A few commercial products are analyzed to suit the interest of the student. One recitation a week. Laboratory six hours a week. Manual: A. A. Noyes Qualitative Analysis.





## TABLE OF COURSES OF INSTRUCTION

## Freshman Year

## Fall Term

English	-----	4 recitations per week
History	-----	3 recitations per week
Mathematics	-----	4 recitations per week
Latin	}	----- 8 recitations per week
Greek		
French		
Science		
Bible	-----	1 recitation per week
		20

## Spring Term

English	-----	4 recitations per week
History	-----	3 recitations per week
Mathematics	-----	4 recitations per week
Latin	}	----- 8 recitations per week
Greek		
French		
Science		
Bible	-----	1 recitation per week
		20

## Sophomore Year

## Fall Term

English	-----	4 recitations per week
History	-----	3 recitations per week
Mathematics	-----	4 recitations per week
Latin	}	----- 8 recitations per week
Greek		
French		
Science		
Bible	-----	1 recitation per week
		20

## Spring Term

English	-----	4 recitations per week
History	-----	3 recitations per week
Mathematics	-----	4 recitations per week
Latin	}	----- 8 recitations per week
Greek		
French		
Science		
Bible	-----	1 recitation per week
		20



# Other Departments

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## Piano Department

Miss Goode

It is the aim of the teacher of piano to give thorough instruction. The time required to complete the course depends upon the age, the endowments, the adaptability, and concentrative powers of the pupil. Every effort is made to teach the pupil how to think, to practice, to memorize, and for those who wish to teach, how to do so.

Grade I. Finger exercises and preparatory scale work. New England Conservatory Piano Method, Parts I, II. Appropriate pieces.

Grade II. Scales and simple arpeggios, practical finger exercises. Duvernoy's *Ecole du Mecanism*, Parts I, II, III. Easy sonatas and pieces.

Grade III. More complicated scale work. Preparatory octave work. Czerny's *Etudes de la Volcite*, Nos. I and II.

Grade IV. Scales in double thirds and sixths; study of octaves. Studies by Czerny, Opus 740.

Grade V. Pieces by Liszt, Greig, Chopin, and others.

## Special Course for Ministerial Students

Professor M. T. Hinshaw

Professor Bennett

## Bible

Course I. Old Testament Prophecy, Wisdom and Worship—Frank Seay's Outline. (This course is given in 1919-1920, and alternates with course II, given in 1920-1921. Four times a week).

Course II. The Four Gospels and Acts. (This course given in 1920-1921 alternates with the course I).

Course III. New Life in Christ—Beets. Lectures on Preaching—Brooks; Building the Kingdom—Chappell; Building of the Church—Jefferson. (This course is given in 1919-20, alternating with course IV).

Course IV. Ministry to the Congregation—Kern.



(Given in 1920-21, alternating with course III.

### Other Subjects

Discipline, Banks' Manual, Homiletics, and other subjects leading to the securing of license, admission on trial into the Conference, and other selections from the Conference Course.

### Course for Wives of Married Ministerial Students

This course is planned for the convenience of the wives of the married Ministerial Students who move their families to Rutherford College, the number of whom this year is fourteen. This course grows out of the fact that the minister's wife is in no less need of an education than the minister himself.

The course consists of English Grammar, Rhetoric, Classics of the entire High School and College Courses. The work is so planned that a large part of it can be done in the home. Weekly reports will be required and written work sent to the teachers of the different departments. At least one lecture will be given each week.

### Evangelistic Music Course

This course primarily to prepare Ministerial Students to conduct evangelistic singing. Other young men with talents and disposition for this work are encouraged to take the course. All students are urged to take at least one year of this course. We believe all our young people should be prepared in a special manner in our schools to do church work.

The course is based on Unsled's "Popular Rudiments of Music," Shaw's "Footprints of Music," and Pace's "Harmony and Voice Leading." Prof. D. Ward Milam is helping plan and teach this course.

### Public Speaking Course

The object of the Public Speaking Course is to co-operate with the literary societies in giving the students effective training in public speech.

The course is based on Shumaker's "Practical Elocution," and Dr. Curry's "The Province of Expression," and "Lessons in Vocal Expression."

### Sunday School Teacher Course

The regular teachers' training course as outlined by the General Sunday School Board will be followed in this course.



# College Department

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## Purpose and Scope

This department is intended to prepare students to enter the junior year in the best colleges and universities. This fact is kept before the students. The course is so arranged that no suggestion of completing a college education is made. The two years' work is designated as freshman and sophomore. This avoids the idea of being juniors and seniors, which is misleading in some classes in institutions that do not offer a complete college education.

Courses covering two full years of college work are given. Thirty hours' work, based on an entrance requirement of fifteen units, is required.

## Conditions of Admission

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## How to Estimate Units

Mathematics:	Algebra (1) To Quadratics .....	1 unit
	(2) Through Progression .....	1 unit
	Plane Geometry, Five Books .....	1 unit





(Given in 1920-21, alternating with course III.)

### Other Subjects

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### Sunday School Teacher Course

The regular teachers' training course as outlined by the General Sunday School Board will be followed in this course.



# Roll of Students for 1921-22

## Sophomore

Abercrombie, Erin Zella	McCormick, S. C.
Anthony, Paul Decatur	Shelby, N. C.
Davis, Winnie Fay	Connelly Springs, N. C.
Elliott, Lalin Gladys	Rutherford College, N. C.
Matthews, Henry Vivian	Siloam, N. C.
Mingus, Sigmon Henry	Connelly Springs, N. C.
McNairy, Clark Webster	Greensboro, N. C.
Rufty, William Ernest	Salisbury, N. C.
Sherrill, Mary Rodgers	Stanley, N. C.
Usry, Stirling Thomas	Rutherford College, N. C.

## Freshman

Crumley, Edward Craig	Canton, N. C.
Farrington, John V.	Winston-Salem, N. C.
Finch, Alvis Dare, Jr.	Bailey, N. C.
Harrington, Charlie D.	Marietta, N. C.
Henkel, Loyd Wallace	Davidson, N. C.
King, James Thomas	Lilesville, N. C.
Lowder, Grace	Rutherford College, N. C.
Nail, Lonnie Emerson	Winston-Salem, N. C.
Nease, Edgar Harrison	Greensboro, N. C.
Neal, Joseph Franklin	Jefferson, N. C.
Noland, David Riley	Waynesville, N. C.
Pettus, Robert Campbell	Fort Mill, S. C.
Rathburn, Walter Monroe	Rutherford College, N. C.
Setzer, Fred Lee	Connelly Springs, N. C.
Smawley, Elon	Bridgewater, N. C.
Stafford, Robert M.	Mooresville, N. C.
Sisk, Bee A.	Table Rock, N. C.
Tate, Carl Fred	Connelly Springs, N. C.
Ward, Alvin	Lake Junaluska, N. C.
Warlick, John Henry	Granite Falls, N. C.
Ware, Eugene Spencer	Albemarle, N. C.
Washburn, Edgar Nollie, Jr.	Bostic, N. C.
Winkler, Mabel Wright	Granite Falls, N. C.
Weaver Wade	Rutherford College, N. C.
Weaver, Cicero	Rutherford College, N. C.



## Fourth Year High School

Abercrombie, Clara Mary	McCormick, S. C.
Allen, Gay Wilson	Canton, N. C.
Alexander, Algernon M.	Candler, N. C.
Ashmore Herbert Richardson	Greenville, S. C.
Apperson, Wade R.	Siloam, N. C.
Brown, George Clarence	Kannapolis, N. C.
Clements, Peter H.	Barley, Va.
Davis, Floyd Mason	Charlotte, N. C.
Dulin, Grady Nicholson	Charlotte, N. C.
Deyton, Gibson	Green Mountain, N. C.
Elliott, Vivian Augusta	Rutherford College, N. C.
Freeman, Harley Clinton	Rutherford College, N. C.
Garriss, Edward Wilson	Conway, N. C.
Groce, James Chalmers	Forest City, N. C.
Hallyburton, Mrs. Ned	Rutherford College, N. C.
Harwood, D. Gilbert	New London, N. C.
Hedspeth, Bennie Parke	Conway, N. C.
Hinshaw, Hurley Monroe	Yadkinville, N. C.
Icard, Beulah Mary	Hickory, N. C.
Jones, Mabel Corrine	Verbena, Ala.
Kyles, Alpheus Alexander	Mooresville, N. C.
Latham, Warren Leonard	Monroe, N. C.
Latham, Samuel Howard	Monroe, N. C.
Lewis, M. Arthur	Greensboro, N. C.
Long, Vernelle Floyd	Greensboro, N. C.
Long, Orin	Unionville, N. C.
Masters, Vero	Green Mountain, N. C.
McCall, Ray C.	Ashford, N. C.
McGinn, John Alva	Fort Mill, S. C.
McInnis, Paul Daniel	Dry Creek, N. C.
Mock, Jasper Pierce	Pfafftown, N. C.
Mann, Grady R.	Greensboro, N. C.
Needham, Eugene Warren	Pfafftown, N. C.
Pratt, William George	Beaufort, N. C.
Randall, John North	Ellenboro, N. C.
Richardson, Raphael Randolph	Sea Grove, N. C.
Rice, DeWitt Talmage	Conway, N. C.
Roberts, Ivan Leord	Patterson Springs, N. C.
Rayle, Paul Revier	Summerfield, N. C.
Shields, David Randleman	Rutherford College, N. C.
Shaver, Ernest Craven	Richfield, N. C.
Smith, Lillian Addie	Reidsville, N. C.



Stallings, Cordell T.	Concord, N. C.
Starnes, Hoyle	Mineral Springs, N. C.
Spainhour, John Russell	King, N. C.
Spann, Lelia E.	Granite Falls, N. C.
Taylor, Melvin Holmes	Siloam, N. C.
Terrell, Charles William	Rutherford College, N. C.
Tiller, Hiram B.	Rutherford College, N. C.
Turner, Jasper Frank	Mount Ulla, N. C.
Weaver, James Max	Gaffney, S. C.
Whitener, Nora K.	Hickory, N. C.
Wilkinson, Russell Weaver	Sherrill's Ford, N. C.
Womble, Cornelius Fletcher	Goldston, N. C.
Wright, Samuel Ernest	Rutherford College, N. C.

### Third Year High School

Allen, Edith Carol	Rutherford College, N. C.
Allen, Carrie	Rutherford College, N. C.
Chester, Harley Archie	Statesville, N. C.
Church, Ralph S.	Winston-Salem, N. C.
Coble, Edna May	Greensboro, N. C.
Conrad, Thomas Edward, Jr.	Connelly Springs, N. C.
Cornelius, Gilbert Carl	Catawba, N. C.
Coulter, Mary Margaret	Rutherford College, N. C.
Eads, Joe A.	Danbury, N. C.
Eaves, Robert Wendall	Forest City, N. C.
Evans, Wilson W.	Hudson, N. C.
Goode, George Brown	Rutherford College, N. C.
Green, Chessie	Rutherford College, N. C.
Groce, John Walter	Rutherford College, N. C.
Groce, Delbert Ray	Yadkinville, N. C.
Hallyburton, William Fred	Rutherford College, N. C.
Hilliard, Robert M.	Bridgewater, N. C.
Hudson, Clara Irene	Connelly Springs, N. C.
Harper, Earl J.	Rutherford College, N. C.
James Hinton	Charlotte, N. C.
Jensen, Melvin Noir	Rutherford College, N. C.
Jones, Agnes Beatrice	Verbena, Ala.
Johnston, Charles Blakley	Rutherford College, N. C.
Jordan, Mary E.	Rutherford College, N. C.
Link, William Colon	Salisbury, N. C.
Ledbetter, Katheren Nevelle	Rutherford College, N. C.
Moss, Moody Rash	Charlotte, N. C.
Munnerlyn, Tracy Whitby	McCormick, S. C.





Nance, Lawrence F.	Huntersville, N. C.
Rutherford, Rem Eubert	Rutherford College, N. C.
Spaugh, Herbert D.	Winston-Salem, N. C.
Tate, Myrtle Ethel	Ellenboro, N. C.
Taylor, Hower Faxton	Siloam, N. C.
Tiller, Bertha Lee	Rutherford College, N. C.
Tiller, Dewey S.	Rutherford College, N. C.
Tiller, Rebecca	Rutherford College, N. C.
Tiller, Nellie	Rutherford College, N. C.
Wells, Howard Lafayette	Bostic, N. C.
White, Robert A., Jr.	Mooreville, N. C.
Wise, Clarence Caldwell	Rutherford College, N. C.
Weaver, Gwyn	Rutherford College, N. C.
Zigler, Benjamin H.	Greensboro, N. C.

### Second Year High School

Abernethy, Bruce Hudson	Rutherford College, N. C.
Alexander, Welborn Excell	Connelly Springs, N. C.
Alexander, Lorena Mae	Connelly Springs, N. C.
Baber, Kathleen Elizabeth	Forest City, N. C.
Bass, Robert Lee	Rutherford College, N. C.
Bogle, Paul Harris	Rural Hall, N. C.
Brackett, Mrs. Ada May	Rutherford College, N. C.
Brackett, Yates Webb	Rutherford College, N. C.
Chambers, Ralph Hardister	Winston-Salem, N. C.
Church, Fred Francis	Winston-Salem, N. C.
Cordell, Robert Brooks	Shelby, N. C.
Craven, Claud Jack	Charlotte, N. C.
Duncan, Robert Bivins	Monroe, N. C.
Elliott, LeGrande Agnes	Rutherford College, N. C.
Faircloth, James Abraham	Tobaccoville, N. C.
Garrison, Ella Mae	Connelly Springs, N. C.
Gibbs, John Blackwelder	Hickory, N. C.
Green, Mary Stella	Rutherford College, N. C.
Green, James C.	Rutherford College, N. C.
Guigou, Leon	Valdese, N. C.
Gooding, Thomas R.	Bachelor, N. C.
Hallyburton, Elizabeth Roderick	Rutherford College, N. C.
Harrington, Joe R.	Marietta, N. C.
Hinkle, Clarence Meachem	Greensboro, N. C.
Holt, Doctor Dillion	New London, N. C.
Hunter, Charles Richardson	Guilford, N. C.
Hurley, John Henry	Rutherford College, N. C.
James, W.	Charlotte, N. C.



Johnson, Edward Nathan	Monroe, N. C.
Johnston, Ada Louise	Rutherford College, N. C.
Kincaid, Ralph Young	Kannapolis, N. C.
Kirk, Walter Hobson	Salisbury, N. C.
Klutz, James Fry	Concord, N. C.
Kerr, William Adams	Mocksville, N. C.
Love, Fred R.	Concord, N. C.
Long, Jasper S.	Yadkinville, N. C.
Norman, William D.	Greensboro, N. C.
Pascal, Julia	Connelly Springs, N. C.
Parker, Thomas William	Mount Airy, N. C.
Perrou, William	Rutherford College, N. C.
Rabb, Marvin David	Bessemer City, N. C.
Rayle, John Leonard	Summerfield, N. C.
Riddle, Clayton Edward, Jr.	Rutherford College, N. C.
Rutherford, Maynard Haynes	Rutherford College, N. C.
Sisk, Lena Elizabeth	Table Rock, N. C.
Sisk, Katie Warlick	Table Rock, N. C.
Stamey, Melton Wyatt	Rutherford College, N. C.
Tate, Caleb Nathaniel	Ellenboro, N. C.
Tate, Bace Elbert	Mount Airy, N. C.
Tron, J. Francis	Valdese, N. C.
Tuttle, Russel Arble	Walnut Cove, N. C.
Varner, Roy Van	Advance, N. C.
Weaver, Frances Maud	Rutherford College, N. C.
Weisner, Albert Kenneth	Winston-Salem, N. C.
Whitaker, Sam Aaron	Siloam, N. C.
Wise, Joseph Nathaniel	Rutherford College, N. C.
Wyatt, Virginia Dare	Rutherford College, N. C.
Wyatt, Sadie	Rutherford College, N. C.
Wright, Sarah Lee	Lawndale, N. C.
Whitt, Merritt	Marshall, N. C.

### First Year High School

Brackett, Henry Cleveland	Rutherford College, N. C.
Brinkley, Hiram Edwin	Elk Park, N. C.
Branch, Levi	Table Rock, N. C.
Day, William Ross	Statesville, N. C.
Freeman, Otis Clinton	Rutherford College, N. C.
Ghigo, Francis	Valdese, N. C.
Hinshaw, Stanford S.	Yadkinville, N. C.
Hinshaw, Clyde	Yadkinville, N. C.
Holden, Henry Tate	Guilford College, N. C.
Jordan, Ruth	Hampton, N. C.



McGalliard, Varena	Connelly Springs, N. C.
Poston, Glenn Carter	Mooreville, N. C.
Shields, Rebekah Lee	Rutherford College, N. C.
Sisk, Theodore Watson	Table Rock, N. C.
Terrell, Marie	Rutherford College, N. C.
Weaver, C. Alice	Rutherford College, N. C.
Winslow, Caleb Jay	Okisco, N. C.
Wiggins, Grover	Whitaker, N. C.

### Special Students

Blanton, Elifah Asbury	Rutherford College, N. C.
Bolick, Junius E.	Rutherford College, N. C.
Spratt, Wade Rankin	Mount Holly, N. C.

### Music Class

#### Piano

Abercrombie, Erin	Lunsford, Choevan
Allen, Edith	Lunsford, Ethel
Brown, George	Ledbetter, Mary Claire
Conrad, Ruby	Ledbetter, Nevelle
Crumley, Edwin	Lowder, Grace
Elliott, Vivian	Perrou, William
Freeman, Otis	Rathburn, Mrs. W. R.
Green, Mary	Rutherford, Eubert
Green, Chessie	Rabb, M. D.
Goode, Janie	Sherrill, Mary
Goode, Thelma	Shields, Rebecca
Griffin, Edna	Terrell, Marie
Hinkle, Clarence	Tiller, Mrs. H. B.
Hinshaw, Mrs. M. T.	Usry, Margaret
Hallyburton, Elizabeth	Warlick, John
Jensen, Harry	Weaver, Frances
Jordan, Mary	Weaver, Alice
Jones, Beatrice	Wyatt, Sadie
Johnson, Chas.	Winkler, Mabel
Klutz, J. F.	Wells, Howard

### Evangelistic Singing Class

Abercrombie, Erin Z.	McCormick, S. C.
Abercrombie, Clara M.	McCormick, S. C.
Bass, Robert Lee	Rutherford College, N. C.
Crumley, E. C.	Canton, N. C.
Coble, Edna M.	Greensboro, N. C.



Chester, H. L.	Statesville, N. C.
Freeman, H. C.	Rutherford College, N. C.
Freeman, Otis	Rutherford College, N. C.
Groce, John W.	Rutherford College, N. C.
Groce, Chalmus	Forest City, N. C.
Hinshaw, Stanford	Yadkinville, N. C.
Holt, D. D.	New London, N. C.
Hudson, Clara	Connelly Springs, N. C.
Johnson, E. N.	Monroe, N. C.
Kirk, Walter	Salisbury, N. C.
Klutz, James	Concord, N. C.
Kyles, A. A.	Mooresville, N. C.
Lewis, M. A.	Greensboro, N. C.
Long, Jasper	Yadkinville, N. C.
Mock, J. P.	Pfafftown, N. C.
Moss, Moody R.	Charlotte, N. C.
Nease, E. H.	Greensboro, N. C.
Needham, E. W.	Pfafftown, N. C.
Rathburn, Walter M.	Rutherford College, N. C.
Rayle, Paul R.	Greensboro, N. C.
Rayle, Leonard	Greensboro, N. C.
Richardson, R. R.	Sea Grove, N. C.
Stafford, Robert M.	Rutherford College, N. C.
Spainhour, J. R.	King, N. C.
Sherrill, Mary	Stanley, N. C.
Tiller, H. B.	Rutherford College, N. C.
Tiller, Mrs. H. B.	Rutherford College, N. C.
Wells, Howard	Bostic, N. C.
Winkler, Mabel	Granite Falls, N. C.
Winslow, C. J.	Okisko, N. C.
Wise, J. N.	Rutherford College, N. C.
Wright, S. E.	Rutherford College, N. C.
Wright, Sarah	Rutherford College, N. C.

#### Sunday School Teachers' Training Course

Crumley, E. C.	Canton, N. C.
Freeman, H. C.	Rutherford College, N. C.
Groce, John W.	Rutherford College, N. C.
Groce, Chalmus	Forest City, N. C.
Love, F. R.	Concord, N. C.
Moss, M. R. C.	Charlotte, N. C.
Nease, E. H.	Greensboro, N. C.
Tiller, H. B.	Rutherford College, N. C.





Tiller, Mrs. H. B.	-----	Rutherford College, N. C.
Taylor, Melvin H.	-----	Siloam, N. C.
Wise, J. N.	-----	Rutherford College, N. C.
Winslow, C. J.	-----	Okisko, N. C.
Winkler, Mabel	-----	Granite Falls, N. C.









